

# Discussion on Cultivation of Critical Thinking of Foreign Language Majors from the Perspective of Teaching Practice

Naqin Ma

School of Foreign Languages  
Northwest Minzu University  
Lanzhou, China 730030

**Abstract**—The lack of critical thinking of the students majoring in foreign languages results in their backward of academic performance. University education can foster the students' critical thinking through the reform of test, the reform of teaching and critical thinking awareness of teachers. But the more direct and effective way is to import the mature teaching materials from English speaking countries and combine the teaching of writing with the relevant teaching material for the purpose of strengthening the critical thinking of students.

**Keywords**—critical thinking; teaching strategy; teaching writing

## I. INTRODUCTION

In the discussion of the critical thinking of Chinese students majoring in foreign languages, Chinese scholar Huang Yuanshen put forward the term "critical thinking absence" in 1998, arguing that absence of critical thinking "directly affects people's creativity, research ability and problem-solving ability, affecting people's Quality" (Huang Yuanshen 1998). In 2010, he once again raised questions about the graduation dissertation of Chinese foreign language majors and concluded that lack of critical thinking is the basic problem encountering them (Huang Yuanshen 2010). With regard to lack of critical thinking, I have similar feeling from my own teaching experience. In recent years, I have taught writing courses for Sino-America international project, and deeply feel that Chinese students have strong understanding and memory skills, but their ability to analyze, reason, evaluate and solve problems is lagging behind. The lack of critical thinking results in a long process of adapting to American teaching systems. Foreign scholars pointed out early from 1980s that the cultivation of critical thinking is an indispensable part of education. It is not a free option but a must for education (Sun Youzhong 2010, Wen Qiufang 2009, Wen Qiufang 2011). Chinese scholars also call for the cultivation of critical thinking as an important part of university education. They clarify that the purpose of higher education is to cultivate citizens who can critically think about and analyze social problems, find solutions to problems and assume corresponding social responsibilities (Sun Youzhong 2010, Gao Xiao 2012, Li Liwen 2010).

## II. LITERATURE REVIEW

Critical thinking refers to the intellectual process of analysis, evaluation, and synthesis. It means not only accepting the facts, but also understanding its reasons and the conclusions it points to, and questioning and thinking deeply, while forming its own convincing arguments (<http://www.usyd.edu.au/lc/pdf> 2013). Critical thinking focuses on how facts are proven, how arguments are formed, not what facts and arguments are. American educational psychologist Bloom divided critical thinking into a 6-level ability as early as 1956, including knowledge, comprehension, application, analysis, synthesis, and evaluation (Anderson, I W. Krathwohl, D. R. & Bloom, B. S. 2001), which is shown in "Table I". In 2001, Bloom's student Anderson et al. improved the classification of Bloom and formed a new level of thinking skills, including knowledge, comprehension, application, analysis, evaluation, and creation. Bloom's contribution is to provide a clear hierarchical stratification of thinking skills in critical thinking, showing the level and gradual nature of thinking skills. Anderson's progressive development of thinking skills leads to creativity and innovation.

The Delphi report is another study by American and Canadian scholars on the critical thinking. Compared with previous studies, the Delphi report divides the critical thinking into two dimensions: cognitive skills and affective dispositions. Cognitive skills are similar to those of Bloom and Anderson, including interpretation, analysis, evaluation, inference, explanation, and self-regulation. The affective dispositions includes the universal thinking methods that should be possessed in real life and the thinking methods when facing specific issues, as shown in "Table II" below.

TABLE I. BLOOM’S TAXONOMY OF THE COGNITIVE DOMAIN

Taxonomy of the Cognitive Domain		
<b>Knowledge</b>	Definition	learn ideas, facts, and form a solid foundation
	Skill	recall, remember, name, define, describe
<b>Comprehension</b>	Definition	understand concepts and facts
	Skill	retelling, explaining, discussing, summarizing, defending
<b>Application</b>	Definition	extend concepts and facts to new areas
	Skill	classification, application, output, discovery, change, preparation
<b>Analysis</b>	Definition	divide ideas and relate to other ideas
	Skill	comparison, linkage, classification, analysis
<b>Synthesis</b>	Definition	build a new perspective
	Skill	designing, organizing, establishing, structuring, correcting, developing
<b>Evaluation</b>	Definition	form the judgment and decision of reasoning
	Skill	suggestion, judgment, criticism, decision, evaluation, supporting

TABLE II. DELPHI TWO DIMENSIONAL MODEL

Critical Thinking		
Consensus List of CT Cognitive Skills	Affective Dispositions of Critical Thinking	
CT Cognitive Skills	Approaches to Life and Living in General	Approaches to Specific Issues, Questions or Problems
interpretation(1)	inquisitiveness with regard to a wide range of issues(1) concern to become and remain generally well-informed(2) alertness to opportunities to use CT(3) trust in the processes of reasoned inquiry(4) self-confidence in one’s own ability to reason(5) open-mindedness regarding divergent world views(6) flexibility in considering alternatives and opinions(7) understanding of the opinions of other people(8) fair-mindedness in appraising reasoning(9) honesty in facing one’s own biases, prejudices stereotypes, egocentric or sociocentric tendencies(10) prudence in suspending, making or altering judgments(11) willingness to reconsider and revise views where honest reflection suggests that change is warranted(12)	clarity in stating the question or concern(1)
analysis(2)		orderliness in working with complexity(2)
evaluation(3)		diligence in seeking relevant information(3)
inference(4)		reasonableness in selecting and applying criteria(4)
explanation(5)		care in focusing attention on the concern at hand(5)
self-regulation(6)		persistence though difficulties are encountered (6)
		precision to the degree permitted by the subject and the circumstance (7)

<sup>a</sup>. [http://assessment.aas.duke.edu/documents/Delphi\\_Report.pdf](http://assessment.aas.duke.edu/documents/Delphi_Report.pdf) 1990.

The breakthrough of the Delphi Report is to add the affective dispositions to critical thinking, and to specifically divide the affective dispositions into a common thinking method in life and a specific thinking method in the face of specific issues, broadening the research horizon of critical thinking. Although affective dispositions do not belong to the cognitive category, its influence is extensive and diverse. Curiosity, self-confidence, fairness and honesty in facing one’s own biases, prejudices, and other affective dispositions have important significance for the sustainable development of critical thinking, and are the premise of maintaining critical thinking. In 2006, Richard Paul and other scholars proposed a ternary model of critical thinking. In addition to similar definitions of cognitive skills and affective dispositions with predecessors, it also defined the intellectual criteria of critical thinking, including clarity, correctness, accuracy, relevance, depth, breadth, logic, importance, integrity, fairness (Paul, R. & Elder, I. 2001). The contribution of the ternary model is that the description of the intellectual standard makes the research of critical thinking more three-dimensional and deep.

In summary, the critical thinking and thinking are different, critical thinking focuses on questioning, reasoning,

discovering, constructing evaluation systems and innovation. In addition to thinking skills, the critical thinking also includes affective dispositions and intellectual standards. The three are independent and interdependent, which constitute a three-dimensional thinking mode. Critical thinking has far-reaching influence in education, which is the premise and guarantee of the sustainable development of educators, and is also an important guarantee for incorporating Chinese education with world education.

### III. EFFECTIVE TEACHING STRATEGIES FOR THE CULTIVATION OF CRITICAL THINKING

In one article, Sun Youzhong (2011) pointed out that the cultivation of critical thinking is one of the important goals of higher education in China, and it is also one of the missions pursued by world-class universities and first-class disciplines. Critical thinking is a transferable ability and should be the foundation of all university education. Therefore, university education can cultivate students’ critical thinking skills through effective teaching strategies.

### A. Reforming Test Methods

Testing has an important backwash effect on teaching. The test affects learners' understanding and attitude towards teaching and learning. This understanding and attitude in turn affects the learning process and learning outcomes. In the middle school stage, due to the influence of the university entrance examination, changing the testing system has great difficulty in implementation. However, at the university level, universities and teachers have a certain amount of free space to change the test methods. Therefore, university teachers need to think about what abilities they are testing in each course test. Only by focusing on the test of critical thinking ability can we truly cultivate the students' critical thinking skills. This means that teachers should increase the application, analysis, synthesis, and evaluation of questions in the test. In order to understand the current exam questions of English majors in China, the author searched the online test for reviewing the course "Background of Britain and America", which is the easiest to cultivate students' critical thinking ability (<http://wenku.baidu.com/view/4590342a915f804d2b16c150.html/2017>). The search results are composed of five parts, including 60 multiple choice questions, 45 fill-in-the-blank questions, 40 definition questions, 30 short answer questions, and 5 essay questions. As can be seen from the question type, the first three questions only need to initiate the knowledge skill and give the facts. The short answer questions examine the knowledge and comprehension skills and one of the five essay questions is: "What is the role of the American community college? What is the function? What is the dominant principle?" The essay questions can still be answered by memory. Therefore, the English major students only need to trigger the skills of recognition, memory, retelling and summary to complete the course successfully. This type of assessment examines the two skills at the lowest end of the cognitive skills pyramid and does not develop the students' critical thinking. Through the study of this course, students cannot deeply ponder, explore the process of formation of arguments through comparison, contrast, reasoning, hypothesis and other thinking skills, and form their own views on specific issues. Therefore, in the assessment, English major teachers should add essays, presentations, debates and other assessment methods, and cultivate students' critical thinking through process evaluation. In the assessment, teachers should encourage students to find information gaps, explore the inductive reasoning process, question conclusions, focus on different perspectives, form their own views, and try to explain similar events according to their own criteria.

### B. Reforming Teaching Methods

Also related to the Vietnam War in "Background of Britain and America", the author searched for a lesson plan applicable to the US grades 9-12 ([http://www.education.uiowa.edu/docs/default-source/teach-social/Vietnam\\_war\\_protest\\_primary\\_documents.pdf](http://www.education.uiowa.edu/docs/default-source/teach-social/Vietnam_war_protest_primary_documents.pdf) 2016). The lesson plan includes critical reading, filling information gaps, group discussion, presentation and writing, which is shown as follows: Task One: Students read 5 articles about Vietnam War, including "Mass Media and Vietnam War",

"Kent State University Shooting", "The Trials of Muhammad Ali", "The My Lai Massacre" and "The Student Movement in the Vietnam War". These five articles have interpreted the Vietnam War from different angles and displayed the historical background in which some people opposed the Vietnam War and some people supported the Vietnam War. Task Two: After reading, the students in each group will discuss the reading contents and give the outlines. Each group needs to list 3-4 American people's reasons for opposing or supporting the Vietnam War in the outline according to the reading content. Task Three: Each group sent representatives to state the reading content, display the original reading materials, other groups fill in blanks to supplement information gap. Task Four: Students read again and prepare for speeches and debates. Task Five: Organize debates, one group is against the Vietnam War and one for the Vietnam War. Task Six: Write and state your views on the Vietnam War. There are four teaching objectives in the design of this course. The first one is "using original materials to understand history, evaluate different interpretations of the same historical event, and review its reliability". Whether it is from the teaching organization or the teaching objective, we can see that it is different from the simple explanation of the "cause, process, results and significance" of historical events which only needs students' intensive memory. This lesson requires students to understand the different groups' views on the Vietnam War from different events, and to train students to look at the same issue from different positions, and to evaluate these positions. When students evaluate their positions, they must stand in the perspective of the protagonist to understand the family, growth, ethnicity, education and other historical backgrounds and the historical era of the protagonist to form effective evaluation criteria and make an objective evaluation. In this process, students need to interpret reason, explain, and evaluate. In the group discussion process, they must constantly adjust, correct or strengthen their personal views, and at the same time understand the views of others, open to different opinions, and form an honest and fair evaluation. To explore the relevance of the event, think of the event in depth and breadth. This process fully fosters students' three-dimensional thinking ability, cultivates students' critical thinking, and at the same time cultivates students' rigorous, objective and fair academic attitude. University English major students have the conditions to complete the above teaching plan from the perspective of both cognitive ability and language ability. Chinese teachers need to reflect their own teaching, learn from foreign teachers, avoid duck-filling teaching, guide students to constantly discover problems, explore the path to solve problems, encourage students' originality and unique insights.

### C. Cultivating Teachers' Critical Teaching Awareness

Foreign studies have proved that the effect of teaching critical thinking skill as a course is not obvious. Critical thinking can only be fostered in specific courses, but the critical thinking awareness can be consciously awakened (Daniel T. Willingham 2007). The premise of the cultivation of critical thinking is to have its awareness and the priority

should be put on teachers' critical thinking awareness. If teachers stick to the old teaching ways and inculcate the facts to the students step by step, the students' critical thinking ability will never be cultivated. Therefore, the teachers' critical thinking awareness plays vital roles in the chain. The formation of teachers' critical thinking can be started from the three phases, which are lessons preparation, classroom teaching and after-school reflection. In the course of preparing lessons, teachers should constantly ask questions when they are dealing with teaching materials. In the process of self-questioning, they can dig deeper into teaching materials to help themselves. For example, "Who is the reader of the material?", "What is the core problem of the material?", "What is the effective solution to the core problem?", "Is there any other way to solve the problem more effectively?", "What is the connection between this argument and that argument?", "What is the logical flaw in the process of proving the argument?", "Is this evidence really relevant to the argument? If it is not relevant, where is the problem?" Through the questions in the lesson preparation session, the teacher will question the process of argumentation, envisage the multiple possibilities of solving problems, and provide the premise and guarantee in the classroom teaching to cultivate students' critical thinking. In the classroom teaching phase, teachers can cultivate students' critical thinking by paying attention to the following aspects: 1. Instead of solving problems for students, teachers can divide different tasks into small ones for students to find solutions. 2. Before exploring the teaching materials, teachers can use brainstorming to evoke the background knowledge of students. Because of students' different life experience and background knowledge, they will put forward different views and positions on the same issue, which will provide resources for in-depth discussion, questioning and evaluation of different positions. 3. Teachers can organize students to compare and contrast things, find similar points by comparison, and find differences by comparison. Students should also be encouraged to classify, reason and evaluate, etc., and initiate advanced cognitive skills. 4. Teachers can encourage students to innovate, give them a broad choice, and encourage them to complete instructions in different ways. After completing the teaching, teachers can also ask questions to reflect whether their teaching encourages the development of students' critical thinking. Teachers can ask questions such as: Do I encourage students to ask questions? Do I encourage students to explore the same issue from different perspectives? Do I deliberately change the context of the angles and events and ask the students to propose new reasoning? Do I ask students to distinguish facts, inferences, and conclusions? Do I encourage students to question the inference process and conclusions? Do I encourage students to have the courage to stick to their views even when their views are contrary to the mainstream views of society? Do I appreciate the unique insights and unique views of students? Do I encourage students to apply what they have learned and use the theory in the textbook to explain real-world events? Do I encourage students to explore the issue honestly? Do I encourage students to abandon social prejudice as much as possible? Through the answers to the above questions, teachers can

reflect on the teaching process and constantly urge themselves to cultivate students' critical thinking awareness as the ultimate goal of education.

#### IV. INCORPORATING WRITING COURSE WITH THE CULTIVATION OF CRITICAL THINKING

Although the change of teaching and test method, cultivation of critical thinking awareness can alter the students' absence of critical thinking to some extent, they are often time-consuming and require top-down reforms that will not be immediate. The integration of the critical thinking training with the specific course teaching is currently considered to be an effective method (Li Liwen, Liu Xuehui 2018). In language courses, writing is the most representative course which can foster critical thinking. The carrier of the writing course is the writing material. China has made great progress in development of teaching materials, and there are many excellent writing materials. However, in the process of teaching writing in Sino-America project, I believe that there are many merits in American textbooks; more emphasis is placed on cultivating students' critical thinking in textbooks. We can make use of the more mature writing materials from abroad, through the study and teaching of American textbooks, teachers' critical thinking awareness can be gradually strengthened and the students' critical thinking skills can also be trained. American writing textbooks have significant characteristics in terms of topics, writing processes and evaluation criteria.

##### A. *Diverse Topics*

The international class taught by us has a total of four semesters writing classes, writing assignments range from the initial narrative to the final research paper. The content of the textbook is not only gradually difficult but also interdisciplinary, which plays a positive role in promoting students' critical thinking. The tasks and writing requirements for the third and fourth semester courses are shown in "Table III" below (Alice Oshima & Ann Hogue 2007, Keith S. Folse 2003, Gabriella Nuttal 2006, Richard Bullock 2008). Due to the reason that the writing content of the first and second semesters has many similarities with the domestic content, they are not shown in the table. The writing tasks and requirements of the third semester are quite different from those of the domestic writing course. From the writing tasks in the table, it can be seen that the content covers different fields of advertising, computer science, psychology and medicine, in the process of completing the writing task. Students not only need to read relevant subject knowledge in the textbooks, such as advertising design, web design principles, myopia reasons and treatments, different types of pressures and their sources, but also need to conduct extensive and in-depth discussions, apply the theory to practice, form their own evaluation criteria, and make evaluations in an objective and prudent manner. Because the design of teaching materials is interdisciplinary and closely related to real life, students have shown a high degree of curiosity in the writing process. They consulted print ads and web design, conducted a rational exploration with breadth and depth. At the same time, they can listen carefully to



other people’s evaluations and incorporate others’ opinions into their own evaluation system. All writing tasks can awaken students’ critical thinking awareness, and at the same time promote students’ interdisciplinary learning ability and broaden students’ future career choices. The writing task of the fourth semester is in line with the academic papers. For example, the annotated bibliography requires students to

select several bibliographies for a certain research question and explain their relevance and usefulness to their research. This requires students to clearly understand their research questions, critically select content that is highly relevant to the research topic in a large number of materials, and actively promote the cultivation of students’ scientific research capabilities.

TABLE III. THE TOPICS AND REQUIREMENTS OF THE IMPORTED TEXTBOOK

	Topic	Requirements
Semester Three	Analyzing Print Ads	Students are required to write a paragraph in which they describe two or three marketing stimuli that result in an effective magazine or newspaper as of their choice.
	Evaluating Web Design	Students are required to compare and contrast two commercial web pages that advertise two brands of the same product. Explain one of more effective and why.
	Reporting about Sensory Loss	Students are required to read relevant literature, objectively evaluate existing treatment methods, and point out the advantages and disadvantages of treatment methods so that consumers can make rational judgments.
	Investigating College Press	Students are ask to visit a psychological counseling professional to investigate the source of stress and treatment
Semester Four	This I No Longer Believe Essay	Students are asked to explore a core belief or value that they once held but no longer believe in and explain how their experiences have changed their opinion about the principle in such a way. Their narration should be grounded in concrete details rather than abstract impressions.
	Film Analysis	Students are asked to select a film and make an interpretive claim about what theme or message the director is conveying.
	Annotated Bibliography	Students are asked to analyze and synthesize various sources, understand the reliability of different types of research and reflect how they fit into their research
	Research Paper	Students are asked to find a research question, create and defend a unique thesis statement through the synthesis of several different sources.

**B. Various Writing Processes and Evaluation Systems**

It has been proved by many experts that the writing focusing only on product is not conducive to the cultivation of critical thinking (Wen Qiufang et al 2010, Liu Xiaomin 2013, Ruan Quanyou 2012). Foreign textbooks attach great importance to the writing process and combine the evaluation of the writing task with process. The textbooks are designed with activities of brainstorming, free writing, outlining, first draft, and self-revising, peer-revising, second draft, self-editing and final draft. Each step is provided with guidance or checklist. Self-revising and peer-revising checklists for different genres are provided as shown in "Table IV" and "Table V" (Keith S. Folse 2003). The evaluation system is mature and pays great attention to thinking process and thinking quality. In the process of writing, students can constantly reflect, compare, analyze and identify different viewpoints and gradually form their own views. According to the self-revising checklist, students can analyze problems from multiple angles, organize ideas, re-examine their own views, explore the process of forming opinions, and develop critical thinking. The peer-revising process requires students to think about the other people’s essay in a critical way. The checklist will guide the students to focus on format, content and organization, grammar and sentence structure. With checklist, students can help each other to find the correlation and logic of the arguments, expand their horizons of thinking, and constantly improve their own essay. They are supposed to question whether the formation of the argument is logical, whether there are other viewpoints and other ways, whether all the supporting ideas prove the argument. In this process, students will initiate a variety of cognitive skills such as understanding, analysis

and evaluation. In this way, their critical thinking will be gradually developed. In the self-evaluation and mutual evaluation process, students can not only develop their critical thinking but also improve their quality of thinking. At the beginning of the peer-revising phase in my teaching, students pay more attention to the grammar, and the mutual comments given are limited to grammatical errors. With the interpretation of the peer-revising checklist and the guidance of the teacher, the students began to pay attention to the essay’s general arguments, topic sentences, supporting ideas, beginning and ending, and the argumentation process. They will discuss whether the topic sentences and supporting ideas are related to the thesis statement, whether the topic sentences represent the controlling ideas of the thesis statement, etc. In the process, students can think in depth and width, their critical thinking is fostered. Their empathy and sense of responsibility are also improved.

TABLE IV. CAUSE/EFFECT SELF-REVIEWING CHECKLIST

<b>Introduction Checklist</b>	
1	Did I use the effective dramatic statement — a surprising fact or interesting story to introduce my topic?
2	Does my introduction flow logically from the hook of the dramatic statement to the thesis?
3	Does my thesis statement provide a clear indication of the method of organization I will use in the essay?
4	Is the purpose of my essay clear?
<b>Body Paragraphs Checklist</b>	
1	Does my body paragraph in my essay treat only one main idea?
2	Does each contain a topic sentence with a clear controlling idea?
3	Does each paragraph end with a logical concluding sentence?
4	Do my body paragraphs all relate to and support the thesis statement of the essay?
5	Are all the supporting sentences in my body paragraphs relevant to the topic?
<b>Conclusion Checklist</b>	
1	Does my conclusion successfully signal the end of my essay?
2	Does my conclusion add coherence to the essay by: a. restating the essay thesis? b. summarizing or restating the essay subtopics?
3	Does my conclusion: a. leave the reader with my final thoughts? b. offer a suggestion, an opinion, or a prediction about the topic of the essay?

TABLE V. CAUSE/EFFECT PEER-REVIEWING CHECKLIST

<b>Peer-reviewing Checklist for Outlines</b>	
1	What career or field of study is the topic of the essay?
2	What method of organization will the essay follow?
3	Do all the causes/effects the writer has chosen seem logical? If not, why not? Make suggestions for changes.
4	How many body paragraphs will the essay contain?
5	Read the supporting notes under the causes/effects listed. Can you think of other examples, explanations, or specific information to add? If yes, add it directly to your partners' chart.
6	After reviewing the chart, suggest a thesis statement that the writer might use.
<b>Peer-reviewing Checklist for First Draft</b>	
1	What is the thesis of the essay?
2	What method of organization is used?
3	How many causes/effects does the writer include in the essay?
4	How many body paragraphs are there? Does each body paragraph contain a clear topic sentence?
5	Are the supporting ideas for each cause or effect adequate? If not, suggest changes the writer might make to improve the support.
6	Does the writer use effective transition expressions?
7	Were there any parts of the essay that were not clear to you? If so, circle those parts on your partner's paper
8	Do you think there is information missing from the essay? If so, what are they?

Based on the above discussion, it is believed that the Chinese students' critical thinking ability can be cultivated through direct introduction of foreign textbooks. In the implementation of all the tasks in the foreign textbook, teachers' critical thinking awareness will be strengthened and students' critical thinking will be developed. At the same time, students' interdisciplinary knowledge will be broadened and their adaptability to international higher education will be accelerated.

## V. CONCLUSION

People with critical thinking will obtain better academic performance; become independent learners who do not rely on teachers and teaching materials. They are able to innovate, challenge and change the existing social structure. However, the absence of critical thinking of Chinese university students is widespread, which is not conducive to the cultivation of innovative talents. Therefore, the cultivation of critical thinking cannot be delayed. Because of its relative freedom, university education is undoubtedly a fertile ground for cultivating talents with critical thinking. University teachers should start with classroom teaching and study how to cultivate students' critical thinking by changing test

methods and teaching methods. But the more direct and effective alternative is to combine the cultivation of critical thinking with writing course, directly introduce foreign writing materials, and gradually strengthen teachers' critical awareness and achieve the purpose of cultivating students' critical thinking through the implementation of different tasks of teaching materials. Foreign textbooks play a positive role in the cultivation of critical thinking with its diverse genre, interdisciplinary design and process assessment model. Therefore, the direct introduction of foreign writing materials is a means of taking less time and gaining obvious benefits.

## REFERENCES

- [1] Huang Yuanshen. Absence of Critical Thinking [J]. Foreign Languages and the Teaching, 1998 (7): 1-2.
- [2] Huang Yuanshen. English majors must be thoroughly reformed — Re-discussing "Critical Thinking Absence" [J]. Foreign Language World, 2010 (1): 11-16.
- [3] Sun Youzhong. Toward a critical Thinking-oriented Curriculum for English Majors [J]. Foreign Languages in China, 2011 (5): 49-58.
- [4] Wen Qiufang et al. The construction of a Conceptual Framework for Assessing Chinese College Students' Critical Thinking [J]. Foreign Language World, 2009 (1): 37-43.

- [5] Wen Qiufang et al. A Comparative Study of Critical Thinking Skills between English and Other Liberal Arts Majors [J]. Foreign Language Teaching and Research, 2010 (9): 350-355.
- [6] Gao Xiao. A Review of Research on Critical Thinking Based on Second Language Writing[J]. Journal of Hebei University of Economics and Business(Comprehensive Edition), 2012 (3): 24-27.
- [7] Li Liwen. On the Relationship between English Language Skills Training and the Development of Critical Thinking [J]. Foreign Languages in China, 2010 (11): 68-73.
- [8] Orientation Lecture Series: Learning to Learn Developing critical thinking skills <http://www.usyd.edu.au/lc/pdf> 2013.
- [9] Critical Thinking <http://ctl.utsc.utoronto.ca/twc/webresources.pdf> 2013.
- [10] Anderson, I W., Krathwohl, D. R., Bloom, B. S.(eds.) A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition [C]. New York: Longman, 2001.
- [11] Facione, Peter. Delphi Report [OL]. [http://assessment.aas.duke.edu/documents/Delphi\\_Report.pdf](http://assessment.aas.duke.edu/documents/Delphi_Report.pdf) 1990.
- [12] Ren Wen. Revisiting Foreign Language Majors'Critical Thinking Skills-A Case Study of English Public Speaking Course [J]. Foreign Languages in China, 2013 (1): 10-17.
- [13] Paul, R., Elder, I. The Miniature Guide to Critical Thinking: Concepts and Tools [M]. Dillon Beach, CA: Foundation for Critical Thinking, 2001.
- [14] Background of Britain and America Revision Material <http://wenku.baidu.com/view/4590342a915f804d2b16c150.html> 2017
- [15] Vietnam War Protest Primary Documents [http://www.education.uiowa.edu/docs/default-source/teach-social/vietnam\\_war\\_protest\\_primary\\_documents.pdf](http://www.education.uiowa.edu/docs/default-source/teach-social/vietnam_war_protest_primary_documents.pdf) 2016.
- [16] Daniel T. Willingham. Critical Thinking: Why Is It So Hard to Teach [J]. American Educator, Summer, 2007.
- [17] Li Liwen, Liu Xuehui. A Case Study on Feedback of Teachers and the Foster of Critical Thinking-Based on Graduation Dissertation of Undergraduates [J]. Foreign Language World, 2018 (6).
- [18] Alice Oshima, Ann Hogue. Introduction to Academic Writing: Third Edition [M]. New York: Pearson Education, 2007.
- [19] Keith S. Folse. Blueprints 2: Composition Skills for Academic Writing [M]. Boston: Heinle, Cengage Learning. 2003.
- [20] Gabriella Nuttal. College Writing 3 English for Academic Success [M]. Boston: Heinle, Cengage Learning. 2006.
- [21] Richard Bullock. The Norton Field Guide to Writing [M]. London: Norton & Company Ltd. 2008
- [22] Liu Xiaomin. On the Construction of Critical Thinking Cultivation Model for College English Teaching [J]. Foreign Language World, 2013 (5): 59-65.
- [23] Ruan Quanyou. Constructing the Theoretical Framework of Critical Thinking Cultivation for English Major Students [J]. Foreign Language World, 2012 (1): 19-25.